

Art, Craft & Design Subject Academic Curriculum Overview

Year	<i>Term - Content</i>						<i>Transition Milestones</i>
	Sept – Oct	Oct- Dec	Jan-Feb	Feb-Mar	April – May	June-July	
7	Introduction to art: skills including the colour wheel, tones, mark making, and experimentation, using a range of materials. <i>Pol. 6/15</i>	Birds project: pencil, oil pastel, and watercolour skills. <i>Pol. 6/10</i>	Birds project: 3D skills including clay. Working collectively towards whole school display. <i>Pol. 2/6/15</i>	Birds project: artist research page inspired by literacy and symbolism. <i>Pol. 1/4/5/7/12/13</i>	Food project: experimentation and exploration of drawing and painting skills. <i>Pol. 2/4/6/7/8/10</i>	Food project: artist research page(s) of a range of artists whose artworks are motivated by food as a starting point. <i>Pol. 1/4/5/7/8</i>	By the end of the year students will have learned to apply the following skills through the content studied..... - Know the elements of art, craft and design. - Ability to reflect, to refine and to improve. - Ability to show resilience and courage, to make alterations and apply a range of art strategies.
8	Entomology studies in a broad range of media, including a national project working in ink in response to the Manchester Museum exhibition "Beauty & the Beasts". <i>Pol. 4/5/6/7</i>	Beetle project: collaging skills. Introduction to macro-photography and development of oil pastel skills. <i>Pol. 6/10</i>	Artist research page(s) of a range of artists whose artworks are motivated by entomology as a starting point. <i>Pol. 1/5/6/7/13/14</i>	Aurelian project: 3D skills including clay. Working collectively towards whole school display. <i>Pol. 2/10/16</i>	Metamorphosis project: portraiture and identity inspired by artist research. Development of drawing and painting skills. <i>Pol. 6/15/16</i>	Art in nature project: creating art that promotes the importance of ecology and biodiversity. Development of photography and printing skills. <i>Pol. 2/6/7/10/14/15</i>	- Develop knowledge and skills learnt in Y7 confidently combine and mix media in the style of a range of artists and printmakers. - Know what makes a successful GCSE artist research page. - Take risks, demonstrate resilience and try out new and ambitious working processes.
9	Remembrance project. Exploration of the idea of "conflict" and how to commemorate this through a broad range of media. <i>Pol. 5/7/11/12/13/15</i>	Street art project. How to create a GCSE artist research page; making a detailed stencil and develop spray painting skills. <i>Pol. 1/6/11/13</i>	Narrative & Symbolism project. Response to the work of Donald Rodney and the theme of hands: including drawing and printing skills. <i>Pol. 6/7/13</i>	Narrative & Symbolism project. Development of 'hands' including GCSE artist research page and clay work. <i>Pol. 2/10/12</i>	GCSE and A-Level oil pastel final piece using extensive colour blending skills, acrylic background, collage and texture. <i>Pol. 6/13</i>	GSCE Sea-Life project. Work produced can contribute to the GCSE art coursework (60% of the overall GCSE grade). <i>Pol. 6/9/13/15/16</i>	- Colour knowledge, drawing strategies, independent learning skills and resilience. - Experiment, plan, and refine work like GCSE students. - Develop the ability to reflect and refine work in order to make adjustments that improve their grade based on teacher feedback, peer and self-assessment.
10	Identity project: response to the work of Dorothee Von-Windheim and the theme of eyes. Working with a broad range of media including drawing, painting, and clay. <i>Pol. 4/5/7/13</i>	Identity project: response to the work of Hannah Davies and Jenny Saville through pupils own photography. Development to A-Level skills in flesh colour oil pastel. <i>Pol. 4/5/7/13</i>	Disguise project: development of painting skills. Response to the work of Rene Magritte and other artists. Pupils start to independently choose personal pathway. <i>Pol. 4/5/7/13/15</i>	Disguise project: individual development of personal pathway. Comparison to other disguise artists: working with a range of media including oil pastel, clay, and/or painting. <i>Pol. 4/5/7/13/15</i>	Planning for Y10 five-hour mock exam, on the theme of "Local Environment": in lessons and independently. Photography is an integral element of idea development; showing an ability to record original ideas. <i>Pol. 4/5/7/13/15</i>	Planning for Y10 five-hour mock exam: independent outcomes on the theme of "Local Environment". Review and refine in response to artists researched. <i>Pol. 4/5/7/13/15</i>	- Develop ideas through investigations, demonstrating critical understanding of sources. - Refine work by exploring ideas, selecting and experimenting with appropriate media materials, techniques and processes. - Record ideas, observations and insights relevant to intentions as work progresses. - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
11	Growth & Decay project: response to the work of Anya Gallaccio, including photography, plaster, and painting. <i>Pol. 4/5/7/13/14</i>	Growth & Decay project: response to the work of artists inspired by decay, including drawing, clay, and mixed media. <i>Pol. 4/5/7/14</i>	Exam paper released. Exam preparation commences 1:1 (approx. 12 weeks). <i>Pol. 4/5/7/13/15</i>	Exam preparation continues 1:1 following weekly timeline in lessons and homework. <i>Pol. 4/5/7/13/15</i>	EXTERNAL EXAM: 10-hour final piece of own media choice. <i>Pol. 4/5/7/13/15</i>		- Commence artist research, experimentation of media and materials, develop ideas to a personal and meaningful final exam piece (40% of overall GCSE grade).